

2018-2019

EPP Bachelor Performance Report

University of North Carolina Greensboro



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women. Formerly the Woman's College, one of the three original institutions of The Consolidated University of North Carolina, it has been highly regarded for 125 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad

region of the state. UNCG is committed to be a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service, and is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. The student body reflects the rich cultural diversity of the world, nation and state. In fall 2018, UNCG enrolled 2,979 new undergraduate students, 1,248 graduate students and 1,917 transfer students. Of UNCG's 20,106 students in fall 2018, 16,641 are undergraduates and 3,465 are graduate students, 66% of undergraduates are female and 34% male, and 2.9% of undergraduates are from other states. The ethnic minority/non-resident alien undergraduate enrollment is 54%, including 29% African American students. Seventeen percent of graduate students are African American.

The UNCG faculty are committed to excellence in teaching, research, and public service: In 2018, 47% of full-time faculty are tenured. Academic schools/college are organized into Arts and Sciences; Business and Economics; Education; Health and Human Sciences; Visual & Performing Arts; Nursing; Graduate School; and, in conjunction with North Carolina Agricultural and Technical State University, the Joint School of Nanoscience and Nano engineering. Four of the seven academic units offer programs leading to teacher, administrator and other school personnel licensure. In 2017-18, UNCG awarded 3,277 undergraduate, 863 masters and specialists, and 164 doctoral degrees.

Special Characteristics

The mission of professional education at The University of North Carolina at Greensboro is to ensure "Access to Opportunities through Teaching, Learning and Caring." This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our professional education unit and individual programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision

making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

The UNCG School of Education (SOE) is organized into six departments: Counseling and Educational Development (CED), Educational Leadership and Cultural Foundations (ELC), Educational Research Methodology (ERM), Library and Information Studies (LIS), Specialized Educational Services (SES), and Teacher Education and Higher Education (TEHE). It was top ranked in U.S. News and World Report ranking of graduate schools of education. Counselor Education was ranked 6th in the nation and Library and Information Studies ranked 22nd. The Department of Specialized Education Services is a member of the Higher Education Consortium in Special Education, the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas. SES offers 1 of 10 undergraduate interpreting programs (non-licensure American Sign Language) in the United States and the only one in North Carolina, and a dual major program that combines elementary and special education. The SOE hosts several affiliated programs including the College Foundation of North Carolina and the Piedmont Triad Education Consortium.

Program Areas and Levels Offered

UNCG's professional education licensure programs are housed in two professional schools (Education; and Health and Human Sciences) and two colleges (Arts and Sciences; and Visual & Performing Arts). The Collaborative for Educator Preparation, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs, facilitating collaboration and communication among UNCG's 25 licensure areas. Seven undergraduate programs are offered through the SOE, alone or in conjunction with other university academic units; 11 are offered through other schools on campus. The following initial licensure programs are offered at the undergraduate level: Art; Birth-Kindergarten; Comprehensive Science; Comprehensive Social Studies; Dance; Education of the Deaf And Hard of Hearing; Elementary Education; Elementary/Special Education Dual Major; English; Health/Physical Education; Mathematics; Middle Grades Education in Language Arts,

Mathematics, Science and Social Studies; Music; world language studies in French and Spanish; School Social Work; Special Education: General Curriculum; and Theatre Arts. At the graduate level, the following master's programs are offered: Birth-Kindergarten; Comprehensive Science; Comprehensive Social Studies; Dance, Elementary Education; Elementary/Mathematics; Elementary/Science; English/Language Arts; English as a Second Language; Instructional Technology Specialist; Mathematics; Middle Grades Education; Media Coordinator; Music; Reading; School Administration; School Counseling; world language studies in French, and Spanish; Special Education: General Curriculum. Post-master's certificates are offered in School Counseling and Educational Leadership. Elementary Mathematics, English as a Second Language, Media Supervisor, Reading, and Special Endorsement in Computer Education are offered as add-on licensure programs. UNCG is accredited by the National Council for Accreditation of Teacher Education through the CAEP Accreditation System, for a period of six years, from 2015-21. Undergraduate and graduate programs are recognized by the American Library Association, Council on Social Work Education, National Association for the Education of Young Children, Council for Exceptional Children, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, and Council for the Accreditation of Counseling and Related Educational Programs.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All programs address learners with disabilities and English language learners, in ways that are appropriate for their content and B-12 grade levels: All take coursework that focuses on this content and complete field experiences in which they interact with diverse student groups. For example, at the undergraduate level, Elementary Education embeds the content in seminars and field experiences and requires SES 340: Strategies for Teaching Students with Disabilities in General Education Settings. Middle Grades candidates take TED 403: Teaching English Learners with Diverse Abilities and SES 340: Strategies for Teaching Students with Disabilities in General Education Settings. Elementary Education may complete a concentration in English as a Second Language. Secondary candidates take SES 401: Understanding and Teaching Students with Disabilities, TED 445: Human Diversity, Teaching and Learning, and TED 403: Teaching English Learners with Diverse Abilities. All Birth-Kindergarten field placements are in inclusive classrooms of children with and without disabilities. Among their courses are SES 242: Introduction to Exceptional Children: Early Years, HDF/SES 315: Assessment and Planning for Inclusive B-K, and SES 460: Home-School Partnerships for Children with Exceptionalities. K-12 programs take courses that focus on this content, as well. Special Education and ELL content is the focus or has been infused in many other courses across programs. For example, candidates address ESOL in TED 403: Teaching English Learners with Diverse Abilities, a one-hour web-based course for K-12 education; TED 545: Diverse Learners or TED 445: Human Diversity, Teaching and Learning (K-12 programs) ; SES 240: Communication Development in Children and SES 483: Instructional Methods for Students with Hearing Loss (Deaf and Hard of Hearing) ; TED 400: Internship III- Inquiry in Teaching and Learning (Elementary); TED 350: Internship I, TED 442: Teaching and Learning in the Middle Grades, TED 375: Internship II, TED 452: Educational Psychology for the Middle Grade, TED 462: Student Teaching & Seminar, and methods (Middle Grades) ; KIN 381: Physical Education for Individuals with Special Needs (Health/Physical Education) ; HDF/SES 468:Diversity in Inclusive Early Care and Education, HDF/SES 425:Infants and Toddlers- Development, Learning, and Curriculum, HDF/SES 435:Preschool-Development, Learning, and Curriculum, and HDF/SES 436:Kindergarten-

Development, Learning, and Curriculum (Birth-Kindergarten), and many other courses that deal with special education, deaf and hard of hearing, and English Language Learners.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

As previously mentioned, all programs address learners with disabilities and English language learners, in ways that are appropriate for their content and B-12 grade levels: All take coursework that focuses on this content and complete field experiences in which they interact with diverse student groups. For example, at the undergraduate level, Elementary Education embeds the content in seminars and field experiences and requires SES 340: Strategies for Teaching Students with Disabilities in General Education Settings. Middle Grades candidates take TED 403: Teaching English Learners with Diverse Abilities and SES 340: Strategies for Teaching Students with Disabilities in General Education Settings. Elementary Education may complete a concentration in English as a Second Language. Secondary candidates take SES 401: Understanding and Teaching Students with Disabilities, TED 445: Human Diversity, Teaching and Learning, and TED 403: Teaching English Learners with Diverse Abilities. All Birth-Kindergarten field placements are in inclusive classrooms of children with and without disabilities. Among their courses are SES 242: Introduction to Exceptional Children: Early Years, HDF/SES 315: Assessment and Planning for Inclusive B-K, and SES 460: Home-School Partnerships for Children with Exceptionalities. K-12 programs take courses that focus on this content, as well. Special Education and ELL content is the focus or has been infused in many other courses across programs. For example, candidates address ESOL in TED 403: Teaching English Learners with Diverse Abilities, a one-hour web-based course for K-12 education; TED 545: Diverse Learners or TED 445: Human Diversity, Teaching and Learning (K-12 programs) ; SES 240: Communication Development in Children and SES 483: Instructional Methods for Students with Hearing Loss (Deaf and Hard of Hearing) ; TED 400: Internship III- Inquiry in Teaching and Learning (Elementary); TED 350: Internship I, TED 442: Teaching and Learning in the Middle Grades, TED 375: Internship II, TED 452: Educational Psychology for the Middle

Grade, TED 462: Student Teaching & Seminar, and methods (Middle Grades) ; KIN 381: Physical Education for Individuals with Special Needs (Health/Physical Education) ; HDF/SES 468:Diversity in Inclusive Early Care and Education, HDF/SES 425:Infants and Toddlers-Development, Learning, and Curriculum, HDF/SES 435:Preschool-Development, Learning, and Curriculum, and HDF/SES 436:Kindergarten-Development, Learning, and Curriculum (Birth-Kindergarten), and many other courses that deal with special education, deaf and hard of hearing, and English Language Learners.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Many teacher candidates possess technology skills when they enter teacher education. However, most programs require teacher candidates to complete a technology course, LIS 120, which focuses on both general technology skills and educational applications. Other programs include the course as an option. All candidates use educational applications of technology in content and pedagogy courses, in alignment with the North Carolina Professional Teaching Standards and UNCG's emphasis on preparing future ready teachers, demonstrating their ability to use technology and incorporate it in their students' learning. Capstone projects require the use of technology for delivery/presentation and in individual artifacts, such as instruction planning or assessment of student learning. Similarly, in coursework and/or capstone projects, candidates demonstrate their ability to use best practices in instructional design. For special educators, Universal Design is the preferred approach. Candidates also learn to use Backwards Design, SIOP for lesson plans, and other research-supported approaches. With the receipt of the U. S. Department of Instruction Teacher Quality Partnership awards, Project ENRICH and Transforming Teaching through Technology, as well as a foundation grant, the School of Education developed the SELF Design Studio (a makerspace), supported the development of makerspaces in several local schools, and offers hands on experiences for candidates in the integration of technology in B-12 curricula and instruction.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Students in the special education program take course work in assessment, classroom instruction, classroom management, collaboration, literacy and other content for special education students, as well as traditional content courses. Content about students who are limited English proficient has been embedded in the course work and field experiences. Additionally, extensive field experiences require students to demonstrate their knowledge and skills in these areas. Students must develop and implement unit plans which include UDL (universal design for learning). Students must also collect data and collaborate with cooperating teachers to develop IEPs (individualized education program) and must complete an impact on student learning project. They also complete a diversity walkthrough activity and a child study assignment. Included in the programs of study are SES 340: Strategies for Teaching Students with Disabilities in General Education Settings, SES 350: Interprofessional and Instructional Field Experience, SES 465: Student Teaching & Seminar, SES 471: Teaching Exceptional Learners and the General Curriculum-Oral & Written Language, SES 472: Teaching Exceptional Learners and the General Curriculum-Mathematics, and SES 351: Field Experience (Special Education); SES 641: Assessment of Individuals with Special Needs, SES 659: Behavior Management (Post-Baccalaureate Special Education), and Students with Mild/Moderate Disabilities; SES 661: Student Teaching-Special Education. The impact of these courses and field experiences are monitored regularly through observations, portfolios and other structured assessments.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Undergraduate elementary education candidates are required to take one teaching methods courses from the fine arts (Art, Dance, Music, or Theater), selecting from ART 367, MUS 361, DCE 345 or THE 315. Master of Arts in Teaching candidates also take one art methods course. The courses are specifically geared to the needs of elementary education students and, as such, provide students with skills and strategies that they use to develop unit plans and individual

lessons during their internships and student teaching. In addition, the arts are integrated into content methods course in Reading, Math, Science, and Social Studies as appropriate for interdisciplinary teaching and learning of content, differentiation, and assessment in each discipline.

Explain how your program(s) and unit conduct self-study.

The Council of Program Coordinators (CPC) of the unit-wide Collaborative for Educator Preparation continually reviews the assessment system. In 2018-19, initial licensure teaching programs assessed students' learning and performance using the unit-wide assessment tools (Candidate Dispositions Assessment Process 2.0, the NC Teacher Candidate Evaluation Rubric [TCE], and edTPA. Other programs (advanced teaching, School Administration, Counseling, Media, and Social Work) continued to use the program-specific assessments. Each semester, the CPC holds an assessment retreat. Data resulting from these assessments, surveys and interviews, were analyzed for faculty use, both in terms of individuals and cohorts and multi-year trends. Previous years of reliability and validity study of the initial licensure assessment instruments resulted in an updated version of the Candidate Dispositions Assessment Process (now CDAP 2.0) for the 2018-2109 academic year. In fall 2018, the retreat focused on faculty feedback for the new TCE rubric, continued examination of CAEP standards, and the edTPA requirements and state scores. The Director of Assessment and Director for CEP presented an overview of results from the new dispositions, TCE assessment and state edTPA scores.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

At UNCG, we have a variety of field experiences that are completed in various school placements. UNCG is committed to having students placed in low performing, highly diverse settings and most of our placements are in these settings. In cases where students do not have all of their placements in these settings, all of our students will complete at least one placement in a

low performing school. The levels of engagement in field experiences increases as the students move through their programs. There are three levels of field experiences.

Field Experience Observations

The field experience observations are the initial field experience in both undergraduate and graduate initial licensure programs. While the act of observing teachers and students will be completed throughout every clinical experience, field experience observations will be among a candidate's first experiences in a classroom/agency setting and may occur prior to formal admission to Teacher Education. During the observations, candidates should learn as much as possible about classroom structure and management, teaching, planning, preparing, organizing, and adapting for individual differences. Candidates should ask cooperating teachers about the use of certain approaches and techniques and pay attention to the multiple roles and responsibilities of the teacher. Candidates may use this time to assess their interest in formally pursuing careers in education and should look for opportunities to relate their observation findings to the concepts presented in their professional education courses. The range of field experience observation hours required in a semester, depending on the program, is between 6 and 50 hours.

Field-Based Projects

Some professional education courses do not require semester-long field experiences but do require the completion of projects that must be completed in the field. These field-based projects may involve home visits, service-learning activities, case studies, remediation for students with disabilities, and lesson and program development and delivery, among other activities. The range of hours required in a semester to complete field-based projects is between 6 and 150 hours.

Internships

An Internship is a more extensive field experience where students are becoming more involved in participation in teaching rather than just observation. Several licensure programs at UNCG

require three internships prior to the final student teaching semester. During these internships, candidates complete field-based observations; lesson planning and delivery; one-on-one, small-group, and whole-class teaching; and other field-based experiences that are integrated into program coursework (often associated with professional Methods courses). These internships are designed to prepare teachers for their roles as professionals, practicing various pedagogical strategies, studying their own teaching practices and philosophies, participating in site-based decision making, and collaborating with teachers and other members of the education community. These placements may be at different sites each semester or carry over from one semester to the next. The range of internship hours required in a semester, depending on the program, is between 25 and 150 hours.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

All programs require Fall and Spring clinical student teaching experiences (student teaching/internships) that allow students to see early school year and late school year experiences. It also allows them to see the end of the Fall semester and beginning of the Spring semesters in P-12 schools. However, because the college Fall semester often starts after the beginning of the P-12 school year and the Spring semester ends before the end of the P-12 school year, the student teachers do not necessarily see the very beginning and very end of the school year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Gaston County Schools (York Chester Middle)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Need Assessment Survey

Number of Participants	Students: 169, Teachers and other professionals: 10
Activities and/or Programs Implemented to Address the Priorities	York Chester students completed needs assessment survey about their school library
Summary of the Outcome of the Activities and/or Programs	Development of five-year school library strategic plan; 169 student responses and 10 faculty and parent responses; 5 interviews with school administration including the Superintendent and the Principal
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Teachers and other professionals: 8
Activities and/or Programs Implemented to Address the Priorities	Worked with the school library media coordinator and current LIS students and school library faculty to remove items from the school library collection that were outdated, worn, or needed replacing.
Summary of the Outcome of the Activities and/or Programs	Improved the age of the collection significantly.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers and other personnel
Number of Participants	Teachers and other professionals: 40
Activities and/or Programs Implemented to Address the Priorities	Development of Teacher Workshops that Focused on the Training of Teachers in the Areas of research and Information Literacy.
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Middle College at UNCG)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Provide resources for Middle College teachers and students.
Number of Participants	Students: 200, Teachers and other professionals: 13
Activities and/or Programs Implemented to Address the Priorities	Provided a pop-up library on-site at the Middle College to increase accessibility of resources.
Summary of the Outcome of the Activities and/or Programs	Circulation to middle college students increased 50%.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Browning Public School District (Browning, MT), Browning Elementary
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Established two Little Free Libraries
Number of Participants	Students: 250, Teachers and other professionals: 3
Activities and/or Programs Implemented to Address the Priorities	In collaboration with the Glacier Public Library, UNCG's Institute of Museum and Library Science (IMLS) funded project is piloting a program designed to deliver new books for free to Blackfeet reservation children.
Summary of the Outcome of the Activities and/or Programs	Established three free libraries - one at the k-1 school, one at the 2-3rd grade school, and one at head start PreK program. Have disseminated approximately 100 books since the start of the program, February 2019.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Middle College at UNCG)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Sponsor and coach Middle College Battle of the Books team
Number of Participants	Students: 10, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Served as coach and judge for Middle College book battle. Middle College is without a librarian.
Summary of the Outcome of the Activities and/or Programs	10 middle college students trained and competed in district Battle of the Books competition.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Middle Schools in district)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Battle of the Books
Number of Participants	2 coaches per team; 12 students per team; assorted audience numbers
Activities and/or Programs Implemented to Address the Priorities	Coordinated event for various schools in the district and served as moderator/judge.
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Smith High School and Dudley High School)
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Students: 10, Teachers and other professionals: 10
Activities and/or Programs Implemented to Address the Priorities	Needs Assessment Interviews and survey regarding needs of at-risk students and satisfaction with Communities in Schools (CIS)
Summary of the Outcome of the Activities and/or Programs	Needs Assessment report; data included interviews of two GCS administrators and eight survey responses. 10 students also participated in the focus groups and shared their opinions and perspectives
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Students: 400+, Teachers and other professionals: 50
Activities and/or Programs Implemented to Address the Priorities	Battle of the Books
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Triad Math & Science Academy
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Teachers/Faculty: 1
Activities and/or Programs Implemented to Address the Priorities	Scientific Review Committee Member - NC Region 5
Summary of the Outcome of the Activities and/or Programs	Support for schools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (High Schools and Elementary Schools in district)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Battle of the Books
Number of Participants	Students: 1000+, Teachers and other professionals: ~275
Activities and/or Programs Implemented to Address the Priorities	Hosted and facilitated Guilford County Schools Battle of the Books competition on UNCG campus.

Summary of the Outcome of the Activities and/or Programs	Students competed in the Battle of the Books competition. District winners went on the regional competition.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston Salem-Forsyth County (all Elementary Schools)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Battle of the Books
Number of Participants	2 coaches per team; 12 students per team; assorted audience numbers
Activities and/or Programs Implemented to Address the Priorities	Moderate competition
Summary of the Outcome of the Activities and/or Programs	Reading, leadership, practice, and self-confidence.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Piedmont Triad Regional School districts
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Battle of the Books
Number of Participants	2 coaches per team; 12 students per team
Activities and/or Programs Implemented to Address the Priorities	Moderate competition
Summary of the Outcome of the Activities and/or Programs	Regional winners will advance to state championships.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston Salem-Forsyth County schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers or other personnel
Number of Participants	Teachers and other professionals: 100
Activities and/or Programs Implemented to Address the Priorities	Technology Professional Development for Librarians
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Davidson County schools
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers or other personnel
Number of Participants	Teachers and other professionals: 40
Activities and/or Programs Implemented to Address the Priorities	Technology Professional Development for Librarians
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers or other personnel
Number of Participants	Not Listed
Activities and/or Programs Implemented to Address the Priorities	Online workshop in the area of best websites for teaching and learning. Professional development for practicing librarians.
Summary of the Outcome of the Activities and/or Programs	Staff Development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (Virginia)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers or other personnel
Number of Participants	Teachers and other professionals: 42
Activities and/or Programs Implemented to Address the Priorities	1-hour presentation on new titles and reaching reluctant readers.
Summary of the Outcome of the Activities and/or Programs	Staff Development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers or other personnel
Number of Participants	varied
Activities and/or Programs Implemented to Address the Priorities	Designed a series of workshops for public school teachers on research, primary source literacy, and digital literacy. Workshops were time and resource intensive.

Summary of the Outcome of the Activities and/or Programs	Staff Development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers or other personnel
Number of Participants	Varied
Activities and/or Programs Implemented to Address the Priorities	Created two Edu tube channels. One that focuses on technology integration, the second that focuses on research skills. These have been created for practicing educators and librarians. They are continuously growing and being adapted for professionals.
Summary of the Outcome of the Activities and/or Programs	Staff Development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Country (United States)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers or other personnel
Number of Participants	Faculty: 1, Other Attendees: n/a
Activities and/or Programs Implemented to Address the Priorities	Participant in the Library Diversity Institute. Institute aids in the training and retention of librarians of color across the country (and 1 person from Canada). As a member of the grant advisory board, faculty member participated in a 3-day institute and workshop.
Summary of the Outcome of the Activities and/or Programs	Staff Development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Recruitment
Number of Participants	Students: 18, Teachers and other professionals: varied
Activities and/or Programs Implemented to Address the Priorities	Recruitment of students and teachers for LIS programs.
Summary of the Outcome of the Activities and/or Programs	Two candidates have applied to LIS programming.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Randolph County (Randleman, Southeastern Randolph High School, Franklinville)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Teachers' improved ability to collect and assess behavioral data + identify appropriate strategy to meet behavior function
Number of Participants	Students: ~200, Teachers and other professionals: ~40
Activities and/or Programs Implemented to Address the Priorities	County professional development for Multi-tiered systems of support followed by individualized behavior training and coaching
Summary of the Outcome of the Activities and/or Programs	Teachers improved ability to collect and assess behavioral data and identify appropriate strategy to meet behavior function
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Early Childhood Center (Greensboro, NC)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Teachers implement Evidence Based Practice (EBP) with fidelity, improve student outcomes related to communication, play, or learning
Number of Participants	Students: 80, Teachers and other professionals: 8
Activities and/or Programs Implemented to Address the Priorities	Using virtual teacher coaching to help teachers implement EBP with students in their classroom.
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools (Lakewood and Merrick-Moore)
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Provide books to students for summer reading to offset summer reading loss
Number of Participants	Students: 800+, Teachers and other professionals: 20-25
Activities and/or Programs Implemented to Address the Priorities	Each student in all elementary Durham Public schools selects 10 books to take home for summer reading (Books provided by Book Harvest).
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Kiser Middle and Grimsley High)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Designed/conducted academically appropriate learning activities for deaf and hard of hearing (DHH) middle school and high school students.
Number of Participants	Students: 16, Teachers and other professionals: 4

Activities and/or Programs Implemented to Address the Priorities	Designed and conducted 2 makerspace activity days for district's Middle School and High School students
Summary of the Outcome of the Activities and/or Programs	Goal achieved; GCS students came to UNCG campus & makerspace where they interact with signing adult role models and learn through STEM activities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Schools in Warsaw, Poland
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Expand teachers' knowledge and skills to implement Universal Design for Learning (UDL) principles to meet the needs of all students.
Number of Participants	Teachers and other professionals: 30
Activities and/or Programs Implemented to Address the Priorities	Taught a class of early childhood teachers to expand understanding and skill for implementing UDL. Visit elementary schools to observe and understand context for helping teachers expand UDL implementation. (Also presented materials at an international early childhood conference for faculty and researchers at Awadhesh Pratap Singh University.)
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Kiser Middle and Grimsley High)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Collaborative activity for deaf and hard of hearing (DHH) students and their parents in the makerspace
Number of Participants	Students: 6, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Students in Deaf Education designed and conducted STEM-based activity for DHH MS/HS students and their parents. DHH students and their parents came to campus and to the makerspace to see the facilities where their children have been coming for activities and participate WITH their child in several.
Summary of the Outcome of the Activities and/or Programs	Guilford County DHH students continued to come to UNCG campus & makerspace this time with their parents, where they interact with signing adult role models and participated (and showed off to their parents) in STEM activities. UNCG students also gained experience in teaching DHH students and working with their parents.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Triad IHE's (NC A&T, Guilford, Greensboro, Winston-Salem, High Point, Bennett, UNCG, UNC-CH, Salem Colleges/Universities)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support faculty and students on edTPA
Number of Participants	Faculty and other professionals: 100+

Activities and/or Programs Implemented to Address the Priorities	Plan and organize a one-day conference with large group and breakout sessions for faculty to deepen their understanding of edTPA.
Summary of the Outcome of the Activities and/or Programs	Faculty and student development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Kiser Middle and Grimsley High)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Present to parents/families of DHH students community-based resources.
Number of Participants	Students: 6, Parents: 6, Teachers and other professionals:1
Activities and/or Programs Implemented to Address the Priorities	Deaf Ed seniors researched and presented to parents (in a poster-session format) on various resources in the area (e.g., interpreting services, college application assistance, and resources for getting a job after high school)
Summary of the Outcome of the Activities and/or Programs	Students took a pre/post evaluation from parents on what they did not know before and whether they knew it after. All parents increased their awareness of local services for their children and were impressed with the Deaf Ed students' presentations
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern NC School for the Deaf (ENCSD)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Provide STEM activities for deaf and hard of hearing students in makerspace; tour of campus
Number of Participants	Students: 15, Teachers and other professionals: 5
Activities and/or Programs Implemented to Address the Priorities	Conducted several STEM activities for the deaf and hard of hearing students of the ENCSD. This was the first time that these students came to campus.
Summary of the Outcome of the Activities and/or Programs	Eastern NC School for the Deaf students participated in all activities (which they LOVED! and learned from), toured the campus and had lunch at the Elliott University Center. UNCG Deaf Ed students had authentic experience with students for whom they are preparing to teach. These students were also not the typical DHH students with whom they work from GCS, but rather students whose main communication is American Sign Language.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Piedmont Triad School Districts
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Grant related professional development
Number of Participants	Faculty/Teachers and other professionals: 20+

Activities and/or Programs Implemented to Address the Priorities	Partner with multiple districts in the Piedmont Triad area preparing elementary education teachers with master's degrees in special education. A significant part of the grant is conducting leadership projects with their schools. Projects range from working on implementation teams for new math curriculum to developing a summer program for students entering kindergarten in the fall. - Project TLC grant
Summary of the Outcome of the Activities and/or Programs	Teacher Development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Lindley Elementary)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Students: 16, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Classroom volunteer in areas needed.
Summary of the Outcome of the Activities and/or Programs	Support for schools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (various)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 15
Activities and/or Programs Implemented to Address the Priorities	Workshop on bilingual reading curriculum for the deaf
Summary of the Outcome of the Activities and/or Programs	Improved knowledge of Bedrock and Bilingual Grammar Curriculum
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Students: 2, Teachers and other professionals: 2
Activities and/or Programs Implemented to Address the Priorities	Consultation on 2 students with hearing loss who attend the school

Summary of the Outcome of the Activities and/or Programs	Provided suggestions as to IEP services including assistive listening devices, technology, and education
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	South Carolina School for the Deaf-South East Regional Educational Interpreting Professional Development Seminar
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 20
Activities and/or Programs Implemented to Address the Priorities	8- Hour Professional Development Seminar entitled "Strategies to Effective Ethical Decision Making in Educational and Community Interpreting Settings Utilizing Pollard and Deans Demand Control Schema".
Summary of the Outcome of the Activities and/or Programs	Based on pre and post testing 95% of the participants achieved learning objectives in this seminar.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Los Angeles County Office of Education (Downey High School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 18
Activities and/or Programs Implemented to Address the Priorities	In-service training for educational interpreters over 2 days
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Across country (DeafTEC conferences)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 120
Activities and/or Programs Implemented to Address the Priorities	Keynote to Deaf Education math teachers from across the U.S.
Summary of the Outcome of the Activities and/or Programs	Positive evaluations for each presentation
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	South Carolina School for the Deaf-South East Regional Educational Interpreting Professional Development Seminar
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 20
Activities and/or Programs Implemented to Address the Priorities	Professional Development Seminar entitled "Strategies for Effective Team Interpreting a Self-Exploration".
Summary of the Outcome of the Activities and/or Programs	Based on pre and post testing 100% of the participants achieved the learning objectives in this seminar.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Johnson Street Elementary/Kiser Middle/Grimsley High)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Number of Participants	Teachers and other professionals: 15
Activities and/or Programs Implemented to Address the Priorities	Workshop introducing area teachers to the Bedrock Literacy Curriculum
Summary of the Outcome of the Activities and/or Programs	GCS adopted the curriculum and is using it this semester
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Piedmont Triad Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: ~35
Activities and/or Programs Implemented to Address the Priorities	Presentation on the preparation of education interpreters
Summary of the Outcome of the Activities and/or Programs	Participant evaluations were good.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 120
Activities and/or Programs Implemented to Address the Priorities	Workshop on Assessment of deaf and hard of hearing individuals

Summary of the Outcome of the Activities and/or Programs	Staff Development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 60
Activities and/or Programs Implemented to Address the Priorities	Symposium of educators for teachers of the deaf and educational interpreters
Summary of the Outcome of the Activities and/or Programs	Staff Development
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (CTE early childhood programs)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Recruitment
Number of Participants	Students: 230, Teachers and other professionals: varies
Activities and/or Programs Implemented to Address the Priorities	Open house, sharing information, learning about the needs of high school early childhood programs.
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Across the country (United States)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Recruitment
Number of Participants	Teachers and other professionals: 30
Activities and/or Programs Implemented to Address the Priorities	The BK Faculty help two virtual Open Houses in an effort to recruit and speak to people interested in the UNCG BK programs. I participated in one.
Summary of the Outcome of the Activities and/or Programs	Great feedback from participants and a large number of applicants.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Southwest, Northeast, Dudley High schools)
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Recruitment
Number of Participants	Students: 200, Teachers and other professionals: 11
Activities and/or Programs Implemented to Address the Priorities	Hosted open house for high school students about BK Licensure program
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	Summer 2018
Priorities Identified in Collaboration with LEAs/Schools	Recruitment
Number of Participants	Faculty/Teachers and other professionals: 25+
Activities and/or Programs Implemented to Address the Priorities	Provided professional resources for the interviewing and selection of candidates to fill teaching and related positions for the new partnership school.
Summary of the Outcome of the Activities and/or Programs	All teaching and related positions filled ahead of the school year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Shanghai Normal University/Northwood Elementary/ Ferndale Middle)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Shanghai Normal University (SHNU) students observe and share culture with district students.
Number of Participants	Students: 130, Faculty/Teachers: 12
Activities and/or Programs Implemented to Address the Priorities	SHNU visiting students visited and shared lessons in schools
Summary of the Outcome of the Activities and/or Programs	SHNU students taught lessons, reflected for course work
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County - Latino Community Coalition (Greensboro Public Libraries, YWCA in High Point)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Public awareness of educational experience of students with DACA or without documented status
Number of Participants	Students: 10, Audience: 50+
Activities and/or Programs Implemented to Address the Priorities	Poster exhibit paired with opening event (speakers, panel, etc.)

Summary of the Outcome of the Activities and/or Programs	Some written comments gathered after people viewed poster exhibit
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Northwood Elementary & Ferndale Middle)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Intercultural exchange
Number of Participants	Students: ~200, Teachers and other professionals: 6
Activities and/or Programs Implemented to Address the Priorities	Visiting preservice teachers from Shanghai Normal University, China taught Chinese to the Elementary and Middle School students.
Summary of the Outcome of the Activities and/or Programs	Lessons delivered by visiting preservice teachers
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Launch curriculum development for district science teachers
Number of Participants	Teachers and other professionals: 20
Activities and/or Programs Implemented to Address the Priorities	Hands-on experience with phenomena-based instruction
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development in K-5 literacy instruction
Number of Participants	Teachers and other professionals: 25
Activities and/or Programs Implemented to Address the Priorities	Four-day workshop on reading and writing instruction and assessment
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The Experiential School of Greensboro of Greensboro, NC
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Improve math instruction
Number of Participants	Students: ~300, Teachers and other professionals:17
Activities and/or Programs Implemented to Address the Priorities	Classroom coaching/support and a few more formal professional development workshops
Summary of the Outcome of the Activities and/or Programs	Collaboration is still in its first year but promises to continue
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Hunter Elementary School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Integration of science and literacy
Number of Participants	Students: 25, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Worked to use students' interest in science, in this case, questions regarding bacteria and fungi, to develop a series of lessons.
Summary of the Outcome of the Activities and/or Programs	Conducted several experiments, developed hypotheses, collected data, and wrote summaries
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Peck Elementary)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support teachers during PLC
Number of Participants	Teachers and other professionals: 2
Activities and/or Programs Implemented to Address the Priorities	Reviewed upcoming benchmarks assessments, worked on implementing cognitively guided instruction problems.
Summary of the Outcome of the Activities and/or Programs	Student work samples demonstrating student thinking
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Reidsville Middle School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Research practice partnership - develop needs of school
Number of Participants	Teachers and other professionals: 35
Activities and/or Programs Implemented to Address the Priorities	Inquiring into school needs

Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Davie County Schools (Davie High School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for NC Math 1
Number of Participants	Teachers and other professionals: 11
Activities and/or Programs Implemented to Address the Priorities	Worked with teachers to improve instruction and achievement in Math 1
Summary of the Outcome of the Activities and/or Programs	Improvement in student achievement
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford Educational Alliance
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Introduction to Makerspaces and Making in K12
Number of Participants	Teachers and other professionals: 30
Activities and/or Programs Implemented to Address the Priorities	Introduced teachers to making through a rapid design activity to modify their classroom space.
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	High Point University and surrounding school districts
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Development of Writing community through The Poetry Project; Greensboro Bound
Number of Participants	Students: 175, Teachers and other professionals: 50
Activities and/or Programs Implemented to Address the Priorities	Gate City Writes: Professional development focused on writing during winter and summer workshop; community voices writing workshop for immigrant and refugee children; young writers' camp for k-12.
Summary of the Outcome of the Activities and/or Programs	Develop a community focused on learning and instruction related to writing
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Hunter Elementary School)
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Support Dual Language Program at the school
Number of Participants	Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Met weekly with the Dual Language Curriculum Facilitator to collaborate and discuss the program
Summary of the Outcome of the Activities and/or Programs	Collaborations on professional development opportunity for teachers; Secured teachers' attendance to national conference related to the subject; Visited a successful Dual Language Program in the state.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The Experiential School of Greensboro
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Introduced phenomena-based science instruction
Number of Participants	Teachers and other professionals: 20
Activities and/or Programs Implemented to Address the Priorities	Led teachers through a series of activities and introduced resources for phenomena-based instruction
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston Salem-Forsyth Schools (Easton Elementary)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support English learning of adults
Number of Participants	Students: 15, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Taught weekly English class to adults whose children attend the school
Summary of the Outcome of the Activities and/or Programs	Adults receive support learning English
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Jamestown Elementary and Oak View Elementary)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Continuation of T4 Grant between UNCG and "maker space" schools
Number of Participants	Teachers and other professionals: 10+
Activities and/or Programs Implemented to Address the Priorities	Summer planning for technology integration in syllabi; participated in external audit of T4 grant; writer visited classroom, communicated via phone and email; reviewed write-up

Summary of the Outcome of the Activities and/or Programs	Funding for T4 Grant
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheboro City Schools (North Asheboro Middle School)
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Leverage students' L1 (Spanish) to promote their academic success; Prepare parents with basic computer skills and home literacy
Number of Participants	Students: 30, Teachers and other professionals: 6
Activities and/or Programs Implemented to Address the Priorities	Provided Heritage Language Academy classes from January - March, 2019
Summary of the Outcome of the Activities and/or Programs	Participants receive certificate of completion; Enhance student academic performance in benchmark testing
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Jackson Middle School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Introduced middle school youth and their teachers to integrated STEM learning experiences related to storm water
Number of Participants	Students: 20, Teachers and other professionals: 2
Activities and/or Programs Implemented to Address the Priorities	Professional development for teachers to design and implement STEM after school club
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	To improve literacy development, instruction, and assessment in K-5 classrooms
Number of Participants	Students: 200, Teachers and other professionals: 25
Activities and/or Programs Implemented to Address the Priorities	Ongoing in-class coaching and ongoing consultation with teachers responsible for literacy instruction; Ongoing consultation with school's Curriculum Director
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Surry County Schools (Mountain Park Elementary and Copeland Elementary)
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Developed mathematical thinkers; helped teachers assist their students meet growth on EOG scores; provided sustained professional learning among teachers and university faculty members and within Professional Learning Communities (PLCs).
Number of Participants	Students: 360, Teachers and other professionals: 25
Activities and/or Programs Implemented to Address the Priorities	Met with teachers two times per month during PLC times during the spring of 2018. As a result of the grant written by SCS, books were purchased, and a book study was conducted during PLC time. Some visits consisted of teaching demonstrations, as well.
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Kiser Middle School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Regular professional development with teachers to iteratively develop and enact an engineering curriculum focused on student identity work and sustainable communities.
Number of Participants	Teachers and other professionals: 2
Activities and/or Programs Implemented to Address the Priorities	Monthly professional development sessions with teachers
Summary of the Outcome of the Activities and/or Programs	Teachers presented at the 2018 NSTA conference at Charlotte, teachers engaging in ongoing PD sessions
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina Department of Public Instruction
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support implementation of the NC Math Standards
Number of Participants	Not Listed
Activities and/or Programs Implemented to Address the Priorities	Collaborated with NC DPI and other constituents in the work surrounding the NC Math Standards.
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Jackson Middle School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Introduced middle school youth and their teachers to integrated STEM learning experiences related to storm water.
Number of Participants	Students: 25, Teachers and other professionals: 2

Activities and/or Programs Implemented to Address the Priorities	Professional development for teachers to design and implement STEM after school club
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The Salvation Army Boys and Girls Club of Greensboro, Main Unit.
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Investigating equitable and consequential youth-focused making in community
Number of Participants	Students: 15
Activities and/or Programs Implemented to Address the Priorities	Weekly, 90-minute engineering/making program with middle school youth
Summary of the Outcome of the Activities and/or Programs	Youth participating in UNCG Science Everywhere 2019 as activity teachers to public
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Randolph County Schools (Eastern High School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Improvement in high school math and student achievement
Number of Participants	Teachers and other professionals: 5
Activities and/or Programs Implemented to Address the Priorities	Collaboration among Randolph district leaders, Eastern High administrators, and math teacher educators for professional development, instructional coaching, and curriculum support.
Summary of the Outcome of the Activities and/or Programs	Improvements in teaching and learning.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Randolph County Schools (Braxton Craven and Archdale Trinity Middle Schools)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Introduced middle school youth and their teachers to integrated STEM learning experiences related to storm water.
Number of Participants	Students: 35, Teachers and other professionals: 2
Activities and/or Programs Implemented to Address the Priorities	Professional development for teachers to design and implement STEM after school club
Summary of the Outcome of the Activities and/or Programs	Not Listed

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County - Center for New North Carolinians, Glenhaven Unit
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Investigating equitable and consequential STEM learning with refugee youth and how academic programs intersect with their resettlement process.
Number of Participants	Students: 10
Activities and/or Programs Implemented to Address the Priorities	Weekly engineering/making program with middle school youth 90 minutes of weekly engineering/making programming
Summary of the Outcome of the Activities and/or Programs	Youth participating in UNCG Science Everywhere 2019 as activity teachers to public
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Jamestown, Oak View, Monticello, and Brown Summit Elementary Schools)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers.
Number of Participants	Students: 16, Teachers and other professionals: 16
Activities and/or Programs Implemented to Address the Priorities	Presenting on co-teaching models and how to coach pre-service teachers
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Caswell County Schools (South Elementary School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 2
Activities and/or Programs Implemented to Address the Priorities	Teacher web support session on literacy
Summary of the Outcome of the Activities and/or Programs	Teachers made a plan to differentiate for students during literacy block.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County and Winston Salem/Forsyth Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 30

Activities and/or Programs Implemented to Address the Priorities	Project EnACTeD Online professional development modules (grant)
Summary of the Outcome of the Activities and/or Programs	Preparation for work with English learners and emergent bilinguals
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The Experiential School of Greensboro
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Students: 80, Teachers and other professionals: 4
Activities and/or Programs Implemented to Address the Priorities	Organized and facilitated an outdoor fieldtrip to the Bog Garden
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 15
Activities and/or Programs Implemented to Address the Priorities	Professional development day in math
Summary of the Outcome of the Activities and/or Programs	Prompted the collaboration and was followed up with additional support at the school (facilitated by others)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte-Mecklenburg Schools (Elon Park)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Students: 75, Teachers and other professionals: 50
Activities and/or Programs Implemented to Address the Priorities	Paideia Seminar on professional development- Model Paideia Seminars
Summary of the Outcome of the Activities and/or Programs	Not Listed

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Allen Jay Elementary)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Students: 20, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Read to a class as part of Read Across America Day
Summary of the Outcome of the Activities and/or Programs	Students in a classroom enjoyed readings
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Hunter Elementary)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Students: 25, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Facilitated a bat activity with 4th grade students
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Lexington Schools (Gilbert High School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Students: 25, Teachers and other professionals: 25
Activities and/or Programs Implemented to Address the Priorities	Paideia Seminar on professional development- Model Paideia Seminars
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The Experiential School of Greensboro
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for schools
Number of Participants	Students: 20, Teachers and other professionals: 1

Activities and/or Programs Implemented to Address the Priorities	Facilitated a bat activity with 4th grade students
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The Experiential School of Greensboro
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 8
Activities and/or Programs Implemented to Address the Priorities	Teachers received support with literacy instruction
Summary of the Outcome of the Activities and/or Programs	Continuous improvement in instruction
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Students: 40, Teachers and other professionals: 12
Activities and/or Programs Implemented to Address the Priorities	Facilitated a professional development for teachers to learn about teaching writing
Summary of the Outcome of the Activities and/or Programs	Teachers learned strategies for teaching writing to take back to their classrooms
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Recruitment
Number of Participants	Teachers and other professionals: 10-20
Activities and/or Programs Implemented to Address the Priorities	Held interest meeting at Moss Street for Masters in Literacy Cohort; EnACTeD and ESL Add-On Licensure Program Recruitment
Summary of the Outcome of the Activities and/or Programs	Teachers recruited for all 3 programs.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County (Agency - New Arrivals Institute)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Collaboration to improve the quality of the outdoor learning environment
Number of Participants	Students: 10, Teachers and other professionals: 2
Activities and/or Programs Implemented to Address the Priorities	A team of collaborators from UNCG, New Arrivals Institute, Peace Church, and the local community worked to improve the quality of the outdoor learning environment. This program serves infants, toddlers, and preschoolers from refugee families.
Summary of the Outcome of the Activities and/or Programs	The quality of the outdoor environment was enhanced through the installation of a new tricycle path, riding toys, small library, outdoor chalk board, music area, storage shed, and plantings. Teachers report greater engagement and physical activity within this new space.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Horry County, South Carolina
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Exceptional Children in the Arts teacher in-service
Number of Participants	Teachers and other professionals: 50
Activities and/or Programs Implemented to Address the Priorities	Presented instructional strategies for arts educators about exceptional children
Summary of the Outcome of the Activities and/or Programs	Teachers were more prepared to engage with exceptional children in their arts courses in meaningful ways, ensuring students' success.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Northwest High School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Orchestra Festival - Orchestra Performance Assessment
Number of Participants	Students: 450, Teachers and other professionals: 15
Activities and/or Programs Implemented to Address the Priorities	Adjudicate and Clinic middle and high school orchestras
Summary of the Outcome of the Activities and/or Programs	Improved orchestra learning and performance
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	A one-day intensive focusing on the double reed instruments (oboe and bassoon)
Number of Participants	Students: 60
Activities and/or Programs Implemented to Address the Priorities	Recitals, clinics, reed making and group coaching's of oboe and bassoon students
Summary of the Outcome of the Activities and/or Programs	Several double reed students enjoyed activities on their instruments. Service to the profession, recruitment for UNCG School of Music
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Collaboration with Theatre Teacher
Number of Participants	Students: ~200, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Resource sharing and feedback for first year of Cultural Arts and Physical Education (CAPE) team
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Franklin County Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Present an all-county band concert
Number of Participants	Students: 75, Teachers and other professionals: 12
Activities and/or Programs Implemented to Address the Priorities	Provided a band clinic for 9-12 students who are the best musicians in Franklin County.
Summary of the Outcome of the Activities and/or Programs	Student musicians were able to come together and create music in a meaningful and successful way with a guest (me).
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Schools in western region of state (with orchestras)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Provide honors orchestra festival opportunity
Number of Participants	Students: 300, Teachers and other professionals: 40
Activities and/or Programs Implemented to Address the Priorities	Hosted the Western Region All State Orchestra sponsored by NCMEA

Summary of the Outcome of the Activities and/or Programs	Two orchestra performances in UNCG auditorium
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Fairfax County Public Schools, Virginia
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Present an all-county band concert
Number of Participants	Students: 100, Teachers and other professionals: 15
Activities and/or Programs Implemented to Address the Priorities	Provided a band clinic for 7-8 grade students who are the best musicians in Franklin County
Summary of the Outcome of the Activities and/or Programs	Student musicians were able to come together and create music in a meaningful and successful way with a guest (me).
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Provide honors orchestra experience to high school students and professional development for Inservice orchestra teachers
Number of Participants	Students: 60, Teachers and other professionals: 25
Activities and/or Programs Implemented to Address the Priorities	Facilitated honors orchestra festival including three days of rehearsals. Professional development sessions for teachers
Summary of the Outcome of the Activities and/or Programs	Concert performance and continuing education credit.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Planning and implementation of art integrated lesson activities
Number of Participants	Teachers and other professionals: 12
Activities and/or Programs Implemented to Address the Priorities	Seven preservice art teachers and UNCG faculty collaborated with K-5 classroom teachers and an art teacher to promote and deliver relevant visual art integrated lesson activities for K-5 students for spring 2019
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing professional development for teachers in dance
Number of Participants	Students: 24, Teachers and other professionals: 20
Activities and/or Programs Implemented to Address the Priorities	Provided ongoing professional development for teachers in dance access to experts and instructional innovation. Provided professional workshops, master classes and resources
Summary of the Outcome of the Activities and/or Programs	Provided instruction, and resources for teachers working in the schools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Peck and Cone Elementary Schools)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Provide string instrument instruction to underserved communities. Provide internship opportunities to music education students in a diverse teaching and learning setting
Number of Participants	Students: 80, Teachers and other professionals: 18
Activities and/or Programs Implemented to Address the Priorities	Instrument instruction provided twice weekly to students in fourth and fifth grade at Peck and Cone Elementary Schools
Summary of the Outcome of the Activities and/or Programs	Students performed at UNCG in the fall and at the GSO performance concert in the spring. Performance skills are assessed annually
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Joyner Elementary)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Nature Trail and Garden
Number of Participants	Students: 45, Teachers and other professionals: 5
Activities and/or Programs Implemented to Address the Priorities	STEM Guides (paid undergraduates from DoE grant) from UNCG acted as STEM role models for science activities
Summary of the Outcome of the Activities and/or Programs	Development of Nature Trail and success in gardening
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools and Winston Salem/Forsyth County Schools: (Southeast Forsyth Middle/Kernersville Middle/East Forsyth High/Joyner Elem/Oak View Elem/McLeansville Elem/Jamestown Elem)
Start and End Dates	Summer 2018

Priorities Identified in Collaboration with LEAs/Schools	Transforming Teaching through Technology (TTtT) is a U. S. Department of Education Teacher Quality Partnership grant the goals of which are to 1) Reform UNCG teacher education curricula in all initial teacher licensure areas. 2) Provide clinical experiences that are consistent with the revised teacher education curriculum, state and national standards, and the needs of partner schools. 3) Recruit and retain high quality, diverse teachers to work in high need schools in the partner school districts. In order to better prepare current and future teachers to thoughtfully integrate existing and emerging technology for P-12 student learning, TTtT works to 1) transform approaches to P-12 teaching and learning such that instructional technology is an integral part of instruction, 2) move beyond enhancement (substitution & augmenting) to transformational (modifying and redefining) use of instructional technology in teaching and learning, 3) redesign the way teachers and teacher candidates engage and motivate P-12 students in learning, 4) create partner schools where teacher candidates will be engaged in instructional technology enriched teacher education programming, and 5) cultivate meaningful partnerships between university and schools that promote new mindsets about the integration of technology for instruction and learning.
Number of Participants	Students: 5885, Teachers and other professionals: 200
Activities and/or Programs Implemented to Address the Priorities	TTtT is preparing teacher candidates with the knowledge, skills, and dispositions to intentionally integrate technology in a thoughtful and adaptive manner to promote academic learning for all students. This is done by embedding the Technological Pedagogical Content Knowledge (TPACK) and SAMR frameworks in the teacher education curriculum and by ensuring proper modeling and scaffolding in the teacher development process through professional development from pre-service through induction. Specific activities include revision of the teacher education curriculum to include integration of up- to-date technologies, development of makerspaces as a tool for project-based inquiry learning, support of UNCG teacher preparation programs through program evaluation and implementation, school-based coaching, and experiences for students, teachers and pre-service teaching candidates in the use of technology in the SELF Design Studio and through a summer camp program.
Summary of the Outcome of the Activities and/or Programs	Teachers from all seven partner schools have participated in professional development in the summer and have received embedded coaching during the academic year. Students from the partner schools have participated in summer camps each year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	To improve the academic and mental health outcomes of students
Number of Participants	All teachers

Activities and/or Programs Implemented to Address the Priorities	Assessed the student and teacher needs and implemented interventions/programs to target these needs
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rockingham County Schools (Moss Street Partnership School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Collaboration with partnership school
Number of Participants	Not Listed
Activities and/or Programs Implemented to Address the Priorities	Promoted collaboration on developing STEAM curriculum; opportunities for art education student internship, practicum, and student teaching placement
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Piedmont Triad Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Provide instruction in dance ages 3-adult in a dance lab classroom setting on UNCG campus.
Number of Participants	Students: 400, Teachers and other professionals: 30
Activities and/or Programs Implemented to Address the Priorities	A year-round community arts program. Dancers connect and offer instruction in dance ages 3-adult in a dance lab classroom setting on UNCG campus.
Summary of the Outcome of the Activities and/or Programs	Ongoing instruction in dance, assessment of instruction of UNCG undergraduate students leading instruction and culminating performance following the semester of instruction.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	Summer 2018
Priorities Identified in Collaboration with LEAs/Schools	Provide access to experts in dance education in summer dance offerings
Number of Participants	Students: 18, Teachers and other professionals: 5
Activities and/or Programs Implemented to Address the Priorities	Summer study in dance at UNCG Masters level movement classes with acclaimed teachers in Laban movement analysis, issue-based instruction, somatic, choreography and African dance
Summary of the Outcome of the Activities and/or Programs	Provided instruction, and resources for teachers working in the schools. Ongoing connections to alumni and interested members of dance community.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Students: 20, Teachers and other professionals: 4
Activities and/or Programs Implemented to Address the Priorities	Professional Development workshop for dance teachers
Summary of the Outcome of the Activities and/or Programs	Provide instruction, and resources for teachers working in the schools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Southeast Guilford High School, Southwest Guilford High School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Students: 30, Teachers and other professionals: 2
Activities and/or Programs Implemented to Address the Priorities	Helped provide tour of campus laboratory school for child development students
Summary of the Outcome of the Activities and/or Programs	Information provided for 30 students regarding best practices in early childhood education settings
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Forsyth County Public Schools (with orchestra programs)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Development for teachers.
Number of Participants	Teachers and other professionals: 15
Activities and/or Programs Implemented to Address the Priorities	Provided professional Inservice development to the orchestra teachers on two separate days
Summary of the Outcome of the Activities and/or Programs	Professional development for orchestra teachers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Buncombe County (A.C. Reynolds High)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for our schools

Number of Participants	Students: 4, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Clinic on bassoon for A.C. Reynolds bassoonists
Summary of the Outcome of the Activities and/or Programs	Aided bassoon students in their comprehension of the bassoon
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake Forest Public Schools (with orchestras)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for our schools
Number of Participants	Students: 200, Teachers and other professionals: 4
Activities and/or Programs Implemented to Address the Priorities	Guest clinician for high school orchestra festival
Summary of the Outcome of the Activities and/or Programs	Music performance and clinic for and by students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte-Mecklenburg Schools (Phillips Middle School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for our schools
Number of Participants	Students: 65, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Hosted Phillips Middle School Orchestra at UNCG for special clinic
Summary of the Outcome of the Activities and/or Programs	Orchestra Clinic and Performance for and by students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Buncombe County Schools (T.C. Roberson High School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for our schools
Number of Participants	Students: 30, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Orchestra clinic and visit to UNCG
Summary of the Outcome of the Activities and/or Programs	Orchestra Clinic and Performance for and by students.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools (Northwest High School)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for our schools
Number of Participants	Students: 40, Teachers and other professionals: 1
Activities and/or Programs Implemented to Address the Priorities	Orchestra clinic and visit to UNCG
Summary of the Outcome of the Activities and/or Programs	Orchestra Clinic and Performance for and by students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools/Alamance Burlington School System/Caswell County Schools/Winston Salem-Forsyth County Schools/Randolph County Schools/ Quality Education Academy/Guilford Preparatory Academy
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Development for teachers.
Number of Participants	Teachers and other professionals: 161
Activities and/or Programs Implemented to Address the Priorities	The NC New Teacher Support Program provides coaching and professional development to beginning teachers in partner districts in the areas of planning, instruction, and assessment. The program includes weekly face to face coaching support, an annual induction institute, and regional professional development sessions
Summary of the Outcome of the Activities and/or Programs	The program has demonstrated significant results in the areas of teacher satisfaction, teacher retention, and principal ratings.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	Summer 2018
Priorities Identified in Collaboration with LEAs/Schools	Professional development in summer for experts in dance education.
Number of Participants	Teachers and other professionals: 24
Activities and/or Programs Implemented to Address the Priorities	Summer study in dance at UNCG Masters level movement classes with acclaimed teachers in Laban movement analysis, issue-based instruction, somatic, choreography and African dance
Summary of the Outcome of the Activities and/or Programs	Provided instruction, and resources for teachers working in the schools. Ongoing connections to alumni and interested members of dance community.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guildford County Schools and Winston Salem -Forsyth County Schools
Start and End Dates	2018-2019

Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers and support for our schools.
Number of Participants	Students: 15, Teachers and other professionals: 12
Activities and/or Programs Implemented to Address the Priorities	Practicing art teachers and their students participated in the annual art educators' exhibition at UNCG Gatewood gallery.
Summary of the Outcome of the Activities and/or Programs	12 Artist-teachers created and professionally presented their artwork along with 15 students' work that inspired by their art teachers. A month-long art exhibition and a public reception were delivered.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers and Recruitment
Number of Participants	Students: 350, Teachers and other professionals: 40
Activities and/or Programs Implemented to Address the Priorities	Annual NCDEO Conference daylong conference celebrating dance.
Summary of the Outcome of the Activities and/or Programs	Conducted North Carolina Dance Education Organization Conference, 24 master class and lecture opportunities and university performance for students and teachers in NC. Professional development certificates provided for teacher participation.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for school administrators
Number of Participants	Administrators: 3
Activities and/or Programs Implemented to Address the Priorities	edTPA review and procedures
Summary of the Outcome of the Activities and/or Programs	Not Listed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Massachusetts - (Multiple school districts: Lynn Public Schools/ Needham Public Schools/ Fall River Public Schools/ Boxford Public Schools/ Belmont Public Schools/ Milton Public Schools/ Milton Public Schools/ Salem Public Schools/ Ipswich Public Schools and Benjamin Banneker Charter school)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for teachers
Number of Participants	Teachers and other professionals: 14

Activities and/or Programs Implemented to Address the Priorities	Professional development workshop on culturally responsive teaching in music
Summary of the Outcome of the Activities and/or Programs	Teachers developed strategies related to principles of culturally responsive teaching that they could apply during the upcoming school year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for our schools
Number of Participants	Students: 7
Activities and/or Programs Implemented to Address the Priorities	Bassoon Clinic for the Carolina Band Festival and Conductor's Conference
Summary of the Outcome of the Activities and/or Programs	Increased comprehension of the bassoon for Middle and High School bassoon participants. Aid to teaching professionals
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Statewide (North Carolina)
Start and End Dates	Summer 2018
Priorities Identified in Collaboration with LEAs/Schools	Support for our schools
Number of Participants	Students: 96, Teachers and other professionals: 20
Activities and/or Programs Implemented to Address the Priorities	Art camp for 96 high school students and 15 art education staff working together creating artwork and exploring art careers and venues.
Summary of the Outcome of the Activities and/or Programs	2018 Summer Arts and Design Intensive Program, July 8-13
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Piedmont Triad Area Schools
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Support for our schools
Number of Participants	Students: 19, Teachers and other professionals: 3
Activities and/or Programs Implemented to Address the Priorities	Provide an opportunity for students to experience what dance education can be and how it impacts the community through Dancers Connect program.
Summary of the Outcome of the Activities and/or Programs	As a result, more high school students choose dance education as a major

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	64
Female	365
Race/Ethnicity	Number
Hispanic / Latino	21
Asian	8
African-American	76
American Indian / Alaskan Native	2
Native Hawaiian / Pacific Islander	0
White	300
Multi-Racial	20
Student does not wish to provide	2

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian	1	Asian	8
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	51
	Hispanic/Latino	6	Hispanic/Latino	25
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	2
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	58	White	251
	Multi-Racial	2	Multi-Racial	15
	Not Provided		Not Provided	1
	Total	73	Total	353
Licensure-Only	Asian		Asian	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	5
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	7

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic/Latino	1	Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	27
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	4	Total	31
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	18
	Hispanic/Latino		Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	42
	Multi-Racial	1	Multi-Racial	3
	Not Provided		Not Provided	2
	Total	6	Total	67
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Special Service	7	2				
Prekindergarten	8	10	11	13		
Elementary	46	18				
MG		14		2		

Secondary	9	8		2		
Special Subjects	19	26		5		
EC	20	13		4		
VocEd						
Special Services						
Total	109	91	11	26	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCG	217	90	70
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Guilford County Schools	1,401
Winston Salem / Forsyth County Schools	656
Wake County Schools	371
Randolph County School System	327
Alamance-Burlington Schools	299
Davidson County Schools	240
Charlotte-Mecklenburg Schools	238
Rockingham County Schools	203
Durham Public Schools	143
Chatham County Schools	113

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,206.07
MEAN SAT-Math	566.00
MEAN SAT-Verbal	571.11
MEAN ACT Composite	26.99
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	498.95
MEAN CORE-Reading	183.17
MEAN CORE-Writing	173.50
MEAN CORE-Math	167.22
MEAN GPA	3.42
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	77	62	59	76	61	84	62	89
M.G. Language Arts	13	11	11	82	11	82	11	82
M.G. Math	3	2	2	*	2	*	2	*
M.G. Science	7	7	6	83	6	83	6	100
M.G. Social Studies	12	9	5	60	5	60	5	60
English	7	6	5	100	6	100	6	100
Math (grades 9-12)	3	2	2	*	2	*	2	*
Science (grades 9- 12)	2	1	1	*	1	*	1	*
Social Studies (grades 9-12)	17	12	6	83	9	78	10	100
French	1	1	1	*	1	*	1	*
Spanish	5	3	3	*	3	*	3	*
Latin	1	1	1	*	1	*	1	*
Health and Physical Ed	5	2	2	*	2	*	2	*
Art	7	6	4	*	4	*	4	*
Music	29	17	8	75	11	82	13	85
Spec Ed: General Curriculum	31	23	14	79	20	70	22	86
Institution Summary	202	150	121	80	135	84	141	90
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	45	95	24	2	0	1
U Licensure Only	1	3	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	9	3	1	1	0	0

U Licensure Only	20	9	0	2	1	0
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	0
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
90	28	96

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:6.35

K. Teacher Effectiveness

Institution: UNC-Greensboro							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	3.8%	67.5%	27.4%	N/A	424	181
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst. Level:		3.6%	61.6%	33.4%	1.4%	419	186
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		4.3%	73.0%	21.5%	1.2%	419	186
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	5.9%	66.3%	27.1%	N/A	424	181
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	3.6%	71.4%	23.9%	N/A	419	186
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	15.2%	75.1%	9.8%	297	308		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		